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ABSTRACT

A project was conducted to bridge the gap between the conceptualized model of vocational evaluation within a rehabilitation framework and the needs of a changing career development model within an educational setting. The project focus was on ascertaining the state of the art of vocational assessment of special needs individuals, then building a viable evaluation model for use within the students' continuum of educational services. This document reports on the second product of the project, a structured, two-day model-building workshop. The vocational-assessment model-building workshop was planned as an important step in the process of collecting, condensing, and structuring information into program model components. The workshop structure served the following functions: (1) sharing of the findings of an extensive search of the field of vocational assessment/special needs with relevant individuals interfacing with the project; (2) presenting a structured vocational assessment/special needs model for reaction and input from professionals in the field; (3) receiving input from local school level personnel on specifics concerning the set-up and implementation of the model components; (4) building the presented vocational evaluation model components with specific input from knowledgeable professionals, key state and local administrators, and other direct service personnel interfacing with the vocational evaluation process. This report contains the addresses of the professionals involved in the four processes above and summaries of the model-building process that took place at the workshop. (KC)

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Clift Reed

VOCATIONAL ASSESSMENT

For

SPECIAL NEEDS INDIVIDUALS

Workshop Report

to

Participants

State Invitational

Model Building Workshop

Held

at

Sheraton-Tara Hotel
Framingham, Massachusetts

January 24 & 25, 1980

Sponsored by
Blackstone Valley Regional
Vocational School District
Upton, Massachusetts 01458

Funded Through
Project No. 79-805-605-013-7
Division of Occupational Education
Commonwealth of Massachusetts

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CE 028 630

WORKSHOP REPORT

State Invitational

Model Building Workshop

Vocational Assessment

for

Special Needs Individuals

Prepared

by

Dr. Robert A. Stodden

Assisted

by

Mr. Dennis Byer

Ms. Margaret Hayes

Funded Through

Project No. 79-805-605-013-7

Division of Occupational Education

Commonwealth of Massachusetts

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Sponsored

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I. Project Description

The vocational assessment of Special Needs Individuals Project originated with the regional vocational schools and educational collaboratives of the Assabet and Blackstone Valleys, cooperating to determine the most meaningful process by which to conduct diagnostic vocational assessments as mandated through 502.9 prototypes in Chapter 766. An initial activity of the project was to plan and conduct an extensive search of existing information in the field. This information was collected from research studies, articles, reports, books, and existing operational programs. Individuals were contracted on both the national and local level to ascertain appropriate program components and underlying conceptualizations of vocational assessment programs for special needs individuals. All information collected has been organized within a three-tier filing and retrieval system for use in the development and set-up of possible vocational assessment program models. The final steps of phase I of the project are to condense the collected information and construct a service delivery model that will viably provide vocational evaluation data useful in the programming of special needs individuals.

II. Model Building Workshop

A. Purposes

The vocational assessment model building workshop was planned as an important step in the process of collecting, condensing, and structuring information into program model components. The model building workshop structure reflected the following objectives:

1. To share the findings of an extensive search of the field of vocational assessment/special needs with relevant individuals interfacing with the project.

2. To present a structured vocational assessment/special needs model for reaction and input from professionals in the field of special education, vocational education, and vocational rehabilitation.

3. To receive input from local school level personnel on specifics concerning the set-up and implementation of the model components within their settings.

4. To build the presented vocational evaluation model components with specific input from knowledgeable professionals, key state and local administrators and other direct service personnel interfacing the vocational evaluation process.

B. Agenda

The model building workshop was planned as a two day event, with participation during day two contingent upon input received from day one. The following agenda reflects the provision of informational input for the workshop participants during day one. The day two agenda allowed for structured group input from the participants as to specifics necessary to develop the presented model components.

Workshop Agenda - Day One — Thursday, January 24, 1980

Registration . . . . . .8:30-9:00 a.m.
Introduction . . . . . .9:00-9:15 a.m.
Speaker I: 9:15-10 a.m.
Dr. Robert A. Stodden, Boston College
Delineation of workshop purposes, presentation of model components and background research for the vocational evaluation of special needs students. A discussion of options available within the presented components.
Speaker II: 10-10:45 a.m.
Dr. Len Albright, Rutgers University
Informational presentation on vocational evaluation. Reaction to the model components.
Speaker III: 10:45-11:30 a.m.
Dr. Robert N. Ianacone, The George Washington University
Presentation of vocational evaluation models (strengths and weaknesses). Reactions to the model components presented.
Lunch and Informal Discussion . . . . . .11:30-1:00 p.m.
Speaker IV: 1:00-1:30 p.m.
Mr. Harry Flad,, Educational Cooperative
Reactions and suggestions to the proposed model components.
Select Participant Input . . . . . 1:30-2:00 p.m.
Speaker V: 2:00-2:30 p.m.
Dr. Vic Petzy, Career/Vocational Consultant
Review and Summary.
Organization of Discussion Groups.
Group Discussion . . . . . 2:30-3:00 p.m.
Input from Participants.
Group Leaders Report 3:00-3:30 p.m.

Workshop Agenda - Day Two — Friday, January 25, 1980

Check-In . . . . . .8:30-9:00 a.m.
Review of Day Two Agenda,
Dr. Robert A. Stodden 9:00-9:15 a.m.
Group Activities Coordinator:
Dr. Norma Jean Hemphill, Boston College
Group Activity I: 9:15-10 a.m.
Participants will be pre-assigned to discussion groups each having a task in model development regarding the vocational evaluation of special needs students.
Group Reporting and Discussion 10:00-11 a.m.
Summary and Refinement of Group Information..11:00-11:30 a.m.
Lunch and Informal Discussion 11:30- 1:00 p.m.

Workshop Agenda - Day Two, cont.

Group Activity II: Construction of Model Specifics	1:00-2:00 p.m.
502.9 Task Force Meeting Discussion of Directions.	2:00-3:00 p.m.

C. Informational Input to Participants

Information was provided to the participants in the form of structured model components. The model components were reflective of basic search indicators ascertained from an extensive research effort conducted during the past year. The summarized model structure is followed by reactions from professionals in the fields interfacing with vocational assessment of the special needs individual.

Vocational Assessment of Special Needs Individuals: Program Model Components

by:
Robert A. Stodden

The present state of the art of vocational evaluation is largely manifested within the field of vocational rehabilitation, and as a result the concepts, instrumentation, and strategies do not lend themselves readily to an educational setting. This project has attempted to bridge the gap between the conceptualized model of vocational evaluation within a rehabilitation framework and the needs of a changing career development model within an educational setting. A vocational evaluation model integrated within a career development context begins to approach the mandates of Federal legislation focusing upon appropriate services to the special needs individual. Ideally vocational evaluation should be an integral part of the student's education and training program starting from early preschool and continuing through adulthood. Since this is not always possible, within the present structure for the delivery of educational services, the process of introducing structural vocational evaluation activities should begin sometime during early adolescence.

While a vast amount of research and writing has been done in the area of vocational evaluation, the emphasis has been upon methodology and technology rather than upon establishing a conceptualization outlining the basic purposes and justification for evaluation activities. A majority of the school based vocational evaluation programs presently functioning seem to select components of existing rehabilitation models without consideration or an understanding of their own needs within the educational setting.

When conceptualizing a model for the vocational evaluation of special needs individuals it is critical to have a clear understanding of the specific purposes and rationalizations for the existence of the program. Program purposes formulate the necessary base criteria for determining validity and efficiency factors which contribute to the model structure. Validity and efficiency considerations are necessary in the determination and structure of variables, such as the following:

1. components that will exist within the model structure
2. what will specifically be measured
3. who will participate within the program
4. where will the assessment activity take place
5. what events or activities will take place
6. what is the sequencing and timing of these events
7. who will conduct the assessments

An extensive review of existing programs and research completed in the area of vocational evaluation-special needs has brought to the forefront a number of indicators when considering the development of a program model structure. Current programming and research are reflective of the following considerations:

1. that vocational evaluation must be an integrated part of the total delivery of career/vocational services to the special needs student. Valid information should reflect pre-assessment needs of the individual and provide developmental growth facilitating data assisting several aspects of an individuals programming.

2. that vocational evaluation is a student centered, developmental growth process of a continual programmatic nature, rather than a strict predictive procedure providing isolated ability data. There is a need to provide more information which is demonstratively useful for treatment and training purposes, taking into account changing needs and capabilities, as well as providing general potential indicators.

3. that the key validity and efficiency factors contributing to the development of a vocational evaluation model are the assessed employment needs of the local area and the applicable skills of the special needs student. These variables are key determiners of the content and process to be assessed, instrumentation and procedures to be utilized, program setting and many other considerations.

4. that there are critical developmental readiness and awareness skills prerequisite to the valid vocational evaluation of the special needs individual. Special needs students often lack the expected awareness and readiness behaviors for entry participation on vocational tasks as well as the characteristic expectations of a testing situation. Key factors include recognition of the task parts and motivation to participate within the task.

5. that any vocational evaluation model must address the legal considerations of P.L. 94-142, P.L. 94-482, and Section 503 and 504 of the Rehabilitation Act of 1973 in the formulation of structure, content, and processes.

6. that many standardized assessment instruments and evaluation systems measure one trial learning, thus magnifying the special needs individual's deficits on the task. Indications are that special needs students enter an assessment task at differing levels of self and environmental awareness and readiness, and increase performance levels with practice on the task.

7. that vocational evaluation activities be conducted by individuals with appropriate skills in assessment, vocational education (world of work) and special education/rehabilitation. It is also important for assessment personnel to function within the context of the career development process, from a non-judgemental base regarding the world of work and the special needs individual.

8. that key situational factors specific to work roles within career clusters exist and can be critical determiners affecting the performance of the individual on a vocational task, thus, the design of vocational assessment tasks must account for situational factors when considering the task, setting or process.

9. that vocational evaluation programs must produce a variety of demonstratively useful information applicable to several individuals working in different disciplines. The information should be useful to the special needs individual to assist career planning as well as training personnel preparing programming.

10. that it is necessary to be aware of significant contributory factors which may influence the special needs individual's participation and performance on an evaluation task. Such factors as learning styles and patterns, physical or sensory limitations, self-concept, and reinforcer system especially influence the performance of special need individuals in new situations.

PROPOSED VOCATIONAL EVALUATION MODEL COMPONENTS

Observations of current vocational evaluation programs indicate tremendous growth in the development and production of complex commercial work evaluation systems and assessment batteries, yet few have clearly conceptualized purposes or considered necessary structural adjustments to address the career development process of the special needs individual.

The proposed evaluation model components have been formulated taking into consideration the ten listed search indicators and the following suggested purposes for conducting vocational evaluation activities:

1. To produce developmental information which will assist the special needs student and appropriate service providers to facilitate the career development process.
2. To provide information about the world of work and the special needs individual as to specific work related and work skills representative of work roles within occupational clusters.
3. To maximize the application of both general and specific occupational information to assist the special needs individual's options for successful participation in the world of work.

The proposed model is presented in three components, conceptualizing the vocational evaluation of the special needs individual as a developmental, sequential process. Major concern is for the acquisition of information and knowledge by the special needs individual to assist the occupational planning and programming process. Flow through the model components demands cooperation and coordination of assessment activities and application of information over several differing disciplines within the educational setting.

COMPONENT I - READINESS

Proposed model component I (Readiness for Assessment) is illustrated within a working format displaying key considerations at an indirect service or administration level with projected student outcomes that should occur as a result of the considerations offered by workshop participants on variables such as setting, process, content, etc.

Model component I is structured to provide activities which will facilitate the individual's occupational and personal awareness, exploration, and understanding, as well as provide general occupational cluster information about the students work values,

interests, and entry level behaviors and skills. Important readiness behaviors and skills include an awareness, exploration and understanding of the role of work in our society, motivation to work, general behavioral and skill requirements, and self-limitations as well as work roles existing as options. A key ingredient of the readiness component is student involvement in the program process to the extent that he/she can understand and internalize their own needs and participation within the decision making process. A general product of the readiness component should be a student who is aware of, and has explored and understands his own needs, interests, and present abilities and limitations in relation to occupational options available. Upon reaching a decision making point to proceed toward more indepth work role exploration and assessment is an indication for movement to component II. Prior to movement into component II, many students should have the preliminary information to self screen themselves from further vocational evaluation or inappropriate programs.

COMPONENT II - ASSESSMENT

This component provides indepth work role information for the special needs individual. Traditionally component II is referred to as work evaluation, defined by Barton (1967) as sampling a clients behavior on a variety of test items, work tasks, or situations to compare the clients skills, aptitudes, work habits, attitudes, physical abilities and personal-social traits to those of a specific group of workers, with a set of standards or criteria defined as effective job performance. Within the career development context, component II will assist a ready individual to investigate his indepth interest and abilities on work related and work skills specific to actual work roles. Through generalized activities and assessments in component I, an individual may show interest and decide to further explore within the work role of a clerk typist. During hands-on indepth work role assessment in component II the student discovers that spelling is very important in typing and sitting is more a part of the work role than he had thought during exploratory activities in component I, so exploration and evaluation on another choice would be in order.

A key content validity and efficiency factor in component II is a complete market analysis of the local employment area. This analysis should provide critical content and process information for the determination of what specific work role tasks are a part of the assessment process. A continual review of this analysis is necessary to insure that assessment process, thus reflecting the needs of training programs and the employment market.

A basic purpose of the indepth assessment stage is to allow the special needs student to explore and collect specific work related and work performance information on representative work roles. Preliminary assessment data from component I would assist choices for indepth evaluation and assist on collaborating findings in component II. Several considerations are necessary in component II: (a) the type of assessment procedure used (psychometric tests,

work samples, commercial sample systems, situational samples, imbedded observation); (b) the setting of the assessment activity should be as realistic as possible to insure critical situational influences; (c) lack of biases (academic, cultural, affective, sex) in the assessment procedure; (d) the validity and reliability of task observational and rating procedures. Specifically, component II provides indepth work role information about the world of work and the special needs individual which can then be interpreted and prepared for application in component III.

COMPONENT III - APPLICATION

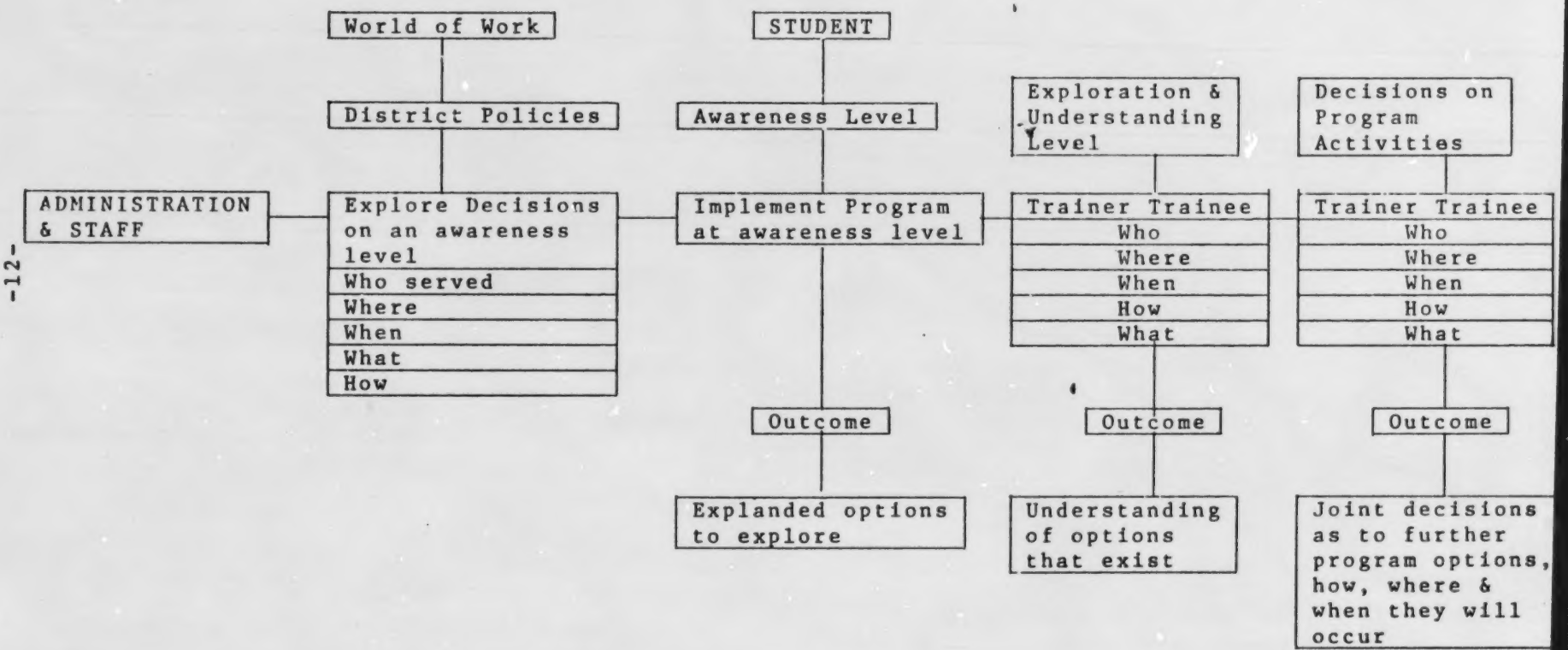
Component III will receive a special needs student who is developmentally aware, has explored and understands several occupations on a general cluster level and a specific work role level. With the individual would be an extensive file of both general and specific work role information (work related and work skills data). This information will have direct implications for the work roles serving as evaluation tasks and generalizing power for those work roles representative within the cluster. The information will be analyzed and interpreted within these two frameworks using the Dictionary of Occupational Titles and other guides to expand alternatives. The interpretation of data for decision making purposes would involve the special needs student and significant others related to the placement and programming process.

A prime function of component III is the preparation and formating of evaluation information for use in a variety of administrative and programmatic settings. The evaluation data will contribute valuable information for the core placement, for the vocational instructor, academic teacher, or special education persons in adapting or accommodating instruction, as well as several other persons providing programmatic assistance. The individuals using the prepared evaluation information, work in differing disciplines, thus requiring specific application and formating of the data to their needs. It is critical at this point of the evaluation process, that the data be prepared for use, that assistance be provided in implementing the data, and that evaluation follow-up occur as to changing needs of those applying the data.

CHART II

STUDENT CENTERED CAREER DEVELOPMENT PROCESS

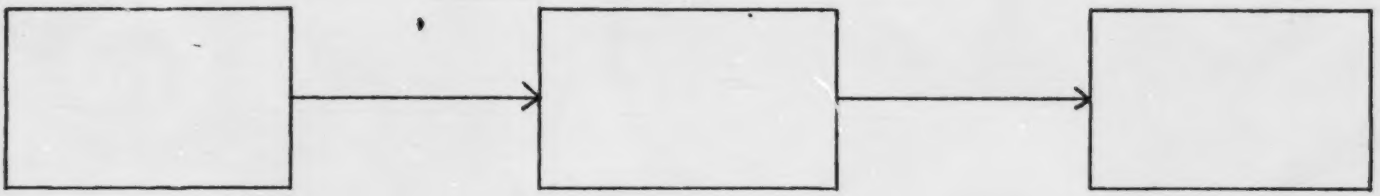
FOR VOCATIONAL EVALUATION



VOCATIONAL EVALUATION OF

SPECIAL NEEDS INDIVIDUALS

(Simplified Format)

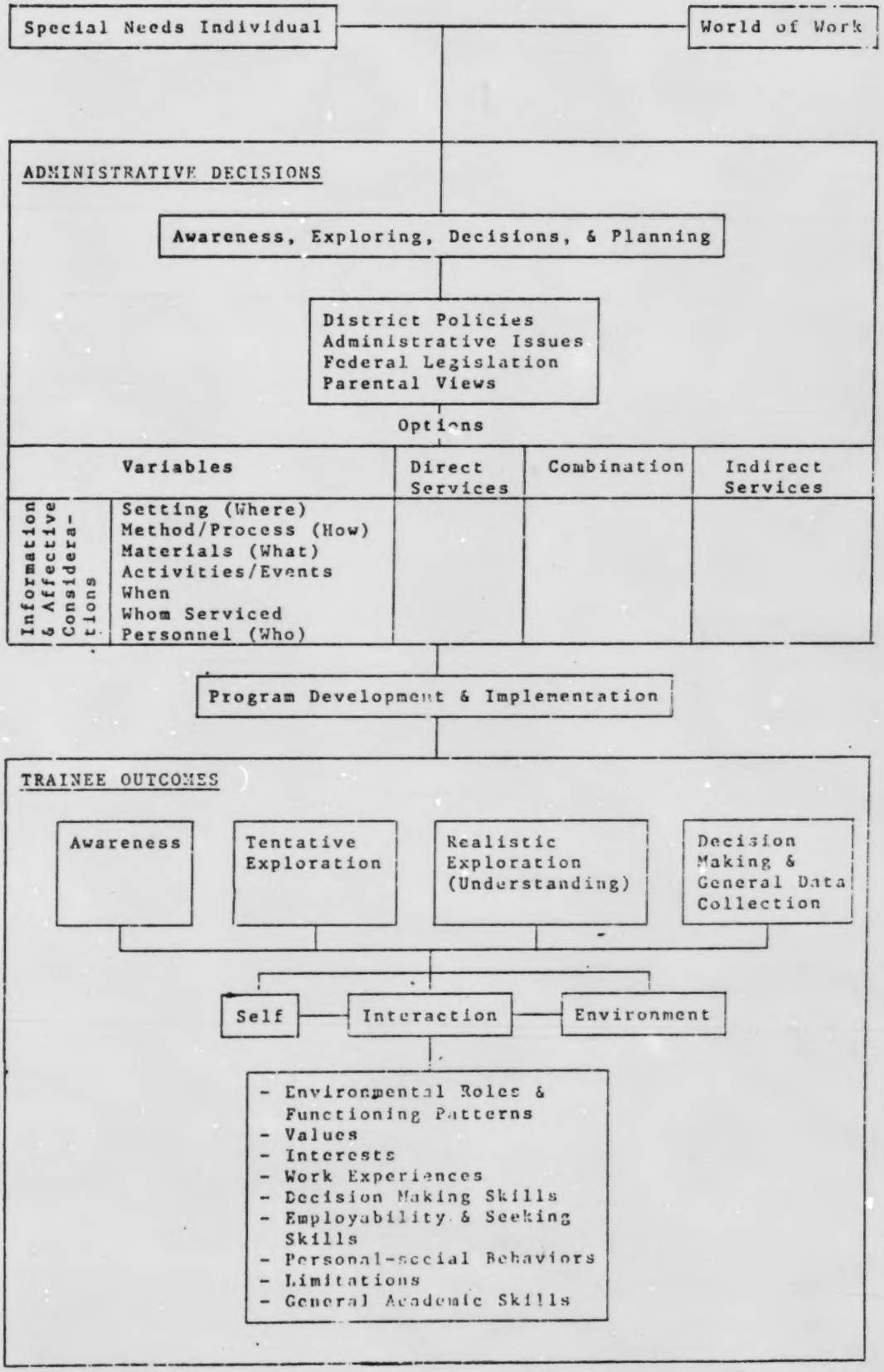


Evaluation and awareness, exploration, and understanding of the self and general occupational cluster areas

Indepth work role evaluation of specific work related and work skills

Interpretation, and preparation of data for application

COMPONENT I - READINESS



COMPONENT II - ASSESSMENT

ADMINISTRATIVE DECISIONS

Complete Job Market Analysis*

- Collect geographic and demographic data
- Collect employment data by clusters (past, present & future trends)
- Identify key employers
- Identify work roles of need
- Conduct work role analysis (content & process)
- Conduct work station and task analysis
- * Establishment of a content validity base
- * Continual updating process

Determination of Specific Work Related and Work Skills*

- When to occur (time in the developmental sequence)
- Where (setting)
- Who (personnel)
- How to conduct assessments
- What materials, instrumentation, systems
- Students to be served
- * Collection of specific work information for the trainee

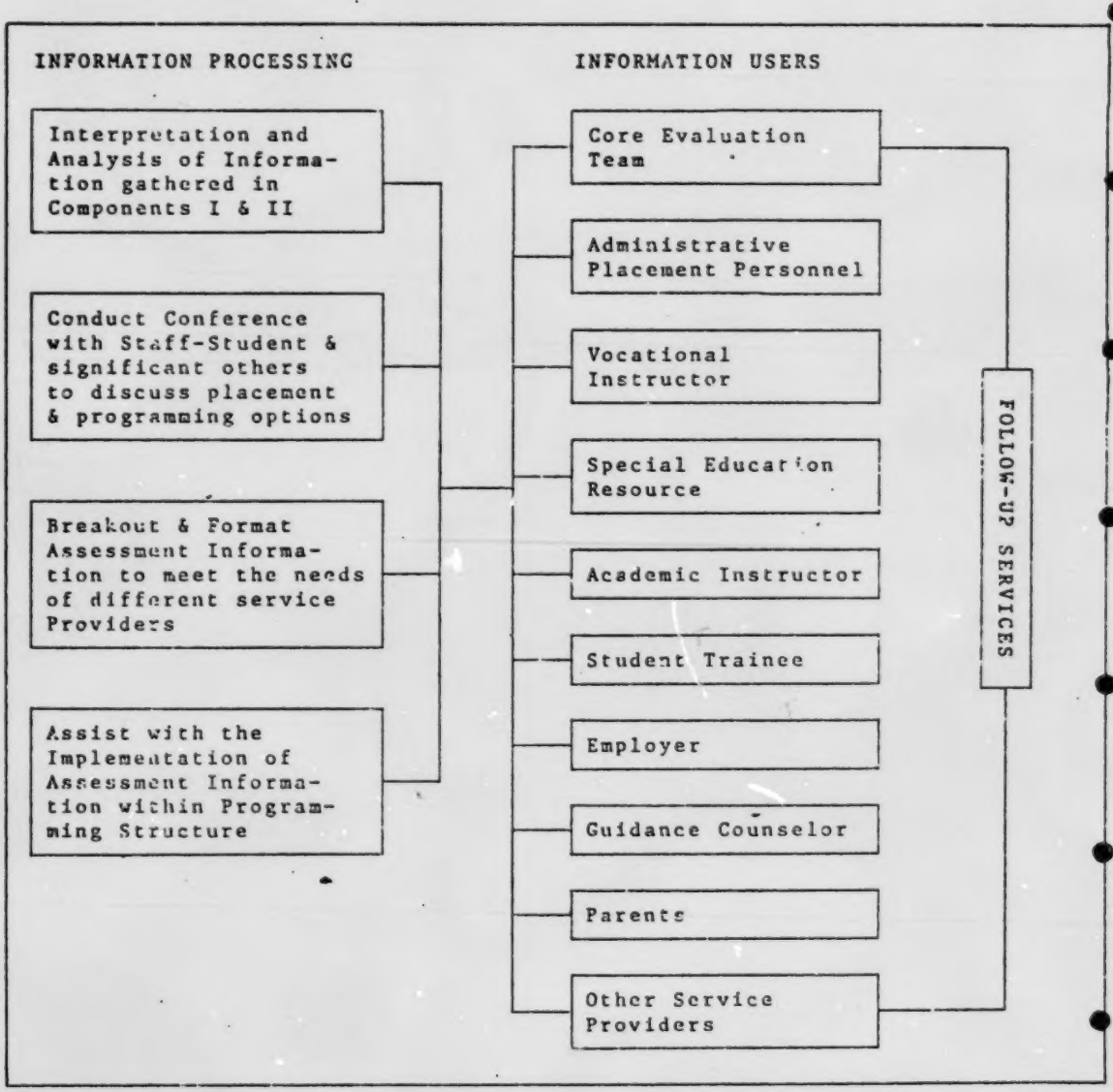
TRAINEE ASSESSMENT ACTIVITIES:

Task & Equipment Awareness	Readiness Screening	Practice Trails	Begin Assessment Tasks	Collect Information

OUTCOMES

World of Work	Interaction	Special Needs Trainee
- Identified work role needs within the community - Knowledge of entry level skills and behaviors necessary for specific work roles - Analyzed work skills and related work behaviors necessary for specific work roles - Information for Job Development and Job Redesign - Information for work site, station, and task accomodation - Job Placement Data	Design Assessment Tasks Design Rating System Validate Observational Rating, and Data Collection Systems Conduct Vocational Assessment Activities	- Information on trainee functioning on specific role tasks (work related behaviors and work skills) - Specific work role information to assist with the trainee's career planning - Increased awareness and understanding of specific occupational interests, needs, values, and training

COMPONENT III - APPLICATION


INFORMATION PROCESSING
Interpretation and Analysis of Information gathered in Components I & II
Conduct Conference with Staff-Student & significant others to discuss placement & programming options
Breakout & Format Assessment Information to meet the needs of different service Providers
Assist with the Implementation of Assessment Information within Programming Structure
INFORMATION USERS
Core Evaluation Team
Administrative Placement Personnel
Vocational Instructor
Special Education Resource
Academic Instructor
Student Trainee
Employer
Guidance Counselor
Parents
Other Service Providers
FOLLOW-UP SERVICES

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Critique of the Proposed School-Based Vocational Assessment Model for Special Needs Individuals

Leonard Albright, Ph.D.
Assistant Professor
Graduate School of Education
Rutgers University

Presentation delivered at the State Invitational Model Building Workshop, Sheraton-Tara Hotel, Framingham, Massachusetts, Janury 24, 1980.

February 25, 1980

It is indeed my pleasure to join you in this unique workshop venture. I emphasize the word unique for two reasons. Let me share these with you.

First, for the next two days you will be engaging in an indepth examination of the role of vocational assessment in school-based career/vocational programming for special needs learners, which represents a focus that all too often has been glossed over in the rush to install programs for special needs learners. As noted in the working papers for this workshop (Stodden and Petzy, 1980), a majority of school-based evaluation programs seem to lean heavily upon existing rehabilitation models without giving careful consideration to the suitability and/or appropriateness of these models within educational settings. If, as a result of this workshop, you leave with a clearer understanding of the relationship between evaluation in a rehabilitation framework and career programming in an educational context, then this workshop should have important long range payoffs in terms of delivering appropriate programs and services for individuals with special needs.

My second reason for seeing this workshop as being unique relates to the process involved in your model building effort. Through this workshop, you, the professionals from local and regional education agencies, university settings and the state department of education will provide critical review of the

proposed model and offer suggestions for improvement. This source of multiple input at the early stages of model development should prove helpful, particularly at the point when the model moves from a theoretical level into implementation at the local level.

A Special Interest

I am especially interested in the vocational assessment model you have proposed. since it seems to compliment the assessment work that I have been doing over the past three years. My work has concentrated primarily on developing systematic procedures for assessing special needs learners in vocational education settings (Albright, Fabac and Evans, 1978). My review of your three-phase assessment model suggests that its focus is on the use of systematic vocational assessment procedures prior to the actual student placement into a vocational education program. Taken together, both efforts could possibly represent a comprehensive framework for assessing the career vocational needs of exceptional individuals.

I shall first offer my comments on the proposed model as a whole and then provide recommendations for each component of the model. I will complete my critique by presenting some additional thoughts in regards to the model being proposed.

Reaction to the Proposed Model

In terms of an overall reaction to the model, I would like to point out two areas of concern. One, there appears

to be a disparity between your basic position on vocational evaluation in educational settings and what is actually being proposed for the operational model. To illustrate, in point #1 on page 2 of the first working paper it is stated that "vocational education must be an integrated part of the total delivery of career/vocational services to the special needs student." This position seems to suggest that evaluation must be an ongoing, continuous process; one that is to be weaved into the student's instructional program. From a career education perspective, this position implies that evaluation be an ongoing process from, let us say, kindergarten through grade 12. Yet, I noted on page 1 of the first working paper and in the paper titled "Working Materials" the inclination to place vocational evaluation at a certain grade level (e.g., either 7th or 8th grade). While you may, in fact, see the evaluation at this particular grade level (or levels) as being part of a more comprehensive, systematic evaluation effort, the tendency to emphasize evaluation as something that is to occur at a particular point in time in your written explanations of the model could be misinterpreted by those charged with implementing the proposed model.

The second area of concern relates to the scope of the proposed model. Your three-phase model appears to place much weight on vocational evaluation up to the point of student placement in vocational education (i.e., vocational education

defined as a program that offers specific skills training for entry into an occupation for which this training has been directed). I would submit that, as it now stands, the three-phase model is incomplete, in that it fails to adequately address the role of evaluation once the student has been placed in a vocational preparation program.

Recommendations

Now, let's focus on each component or phase of the proposed model.

Component 1 (Readiness for Assessment) "is structured to provide activities which will facilitate the individual's occupational and personal awareness, exploration and understanding, as well as provide general cluster information about the student's work values, interests and entry level behaviors and skills" (p. 5, working paper). To go back to an earlier concern, I recommend that this component not be restricted to a particular grade level. Instead, I suggest that this component, which represents more general types of assessment activities, be viewed as something that occurs on a continuous, sequential basis from, for example, kindergarten through grade 8. The assessment activities could be integrated into the career related instruction that should be occuring during the elementary-middle school years.

Component II (Assessment), which "traditionally is referred to as work evaluation" (p. 5, working paper), involves the sampling of the student's behavior on a variety of tasks which

are to be reflective of those criteria necessary for effective job performance. While the so called "traditional work evaluation" has often been centered around exploratory activities provided by commercially produced evaluation systems, I would like to put forth two additional sources for Component II activities: 1) exploratory activities that are community-based, and 2) exploratory activities that have direct linkages with the vocational education program options in the local or regional school district.

An example of the community-based exploratory activity approach is the Experience-Based Career Education (EBCE) program; a program that has become a popular option for an increasing number of exceptional students across the country (Evenson and Cook, 1979).

An example of linking exploratory experiences with available vocational program options is the use of locally developed performance or work samples (e.g., Albright, 1978). These samples are to be representative of the essential skills that occur within the vocational education program.

The community-based or EBCE approach, according to your working papers, falls into the category of <u>situation assessment</u>; whereas the second approach, performance sampling, is within the <u>simulated work samples</u> classification. I want to stress these two options (EBCE and performance sampling) for their potential in providing direct and reality-based experiences for the special needs learner.

Component III (Application) essentially takes the information collected during Components I (Readiness) and II (Assessment) and through the involvement of the "special needs student and significant others" (p. 6, working paper) a specific plan of action for vocational placement is to be developed.

I recommend that Component III be expanded more fully to include those evaluation/planning activities that are to take place after the vocational placement has occurred. Or, perhaps, a fourth component, possibly titled "Implementation," be added to the proposed model to address the need for systematic assessment procedures that are to take place during the career preparation period.

Closing Thoughts

For the next two days you have been given the charge to review and revise a proposed model for the vocational assessment of special needs individuals. Before you go full-force into what has been proposed, let me suggest that the model, as presently conceived, may be too restrictive. I have recommended that Components I and III, in particular, should be expanded in order to approach the assessment process as a process that is an integral part of the K through 12 career education program. I believe the authors of the working papers have a leaning in this direction. But, as indicated in the following quote from the working paper, they seem to be reluctant to advocate a K-12 integrated assessment approach:

> Ideally vocational evaluation should be an integral part of the student's educational and training program, starting from early preschool and continuing through adulthood. Since this is not always possible within the present structure for the delivery of educational services, the process of introducing structural vocational evaluation activities should begin sometime during early adolescence (p. 1).

While, admittedly, the idea of attempting to design a vocational assessment model that spans from preschool through adulthood seems to be beyond what we, as educators in K-12 settings could deliver, the notion of approaching the vocational assessment charge from an integrated K-12 perspective should be given serious consideration during these next two days.

Let me also offer a parallel thought in regards to the role of those personnel who might have the primary responsibility for overseeing the integrated K-12 career education-vocational evaluation program that I have advocated. I would agree with the authors of the working papers that the "vocational evaluation be conducted by individuals with appropriate skills in assessment, vocational education (world of work) and special education/rehabilitation" (p. 3, working paper). In addition, these persons would also have the responsibility of assisting classroom personnel in developing and implementing assessment activities into their ongoing career education program and in interpreting the information from these assessments for individualized program planning. These personnel, who might be called "career assessment-planning specialists"

could function in a manner like the resource teacher, or perhaps, the consulting teacher.

Let me conclude by commending the work you have done thus far. I believe you have a model before you that holds promise for making a nice contribution to the delivery of appropriate educational programs and service to special needs individuals. I hope that my suggestions are helpful to your efforts. I am looking forward to receiving the work that you will be developing during this important workshop.

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School-Based Vocational Evaluation
A Special Education Perspective

by

Dr. Robert N. Ianacone

I would like to share an article with you which relates how one special individual has struggled to function and receive self respect in life. The following is a letter submitted to Ann Landers and published in the Washington Post, on May 10, 1978:

> Dear Ann Landers: Recently you ran a letter from a woman whose husband can't read. It was signed "In a Dither". That letter brought back some childhood memories.
>
> My father couldn't read either but Mom covered up for him to keep us kids from finding out. She used to say, "Don't you kids mess up the paper. Your father hasn't read it yet." Mom would often get our favorite nursery rhymes and ask Dad to 'read' them to us. She knew he had them all memorized. Once we saw Mom sign Dad's salary check (he couldn't even write his name). When she spotted us watching she said, "Your father hurt his hand and can't write very well today".
>
> By the time I was a teenager, I caught on. I asked Mom one day, "Mom, Dad can't read, can he?" Her answer was. "No, he can't. But don't tell the other kids. And don't let your father know you know". She then explained that Dad could do a lot of other things--like carve wood. (Oh, how I remember the beautiful table and chairs he made, and the cabinets, and the little doll house with dishes and dolls with shoes-all carved out of wood). Mom told me, "Your Dad is the best mechanic in the country. He can fix the smallest wristwatch or the largest piece of construction equipment there is. And there is no one better in math. He can figure numbers in his head faster than any adding machine.
>
> Mom then told me how she had tried to teach Dad to read when they were first married. He just couldn't learn and he cried with shame. I was unable to hold back the tears when

> she was telling me the story. I kept thinking of Dad, that big, strong, man crying over a little book. He has been dead more than 20 years, but I remember so well how she always said, "Time will show we have a genius in the family." I can't help but think Dad knew he was married to one. Name withheld by Request

This poignant letter focuses on our charge today and raises a number of philosophical questions concerning our service delivery system for the special needs individual. Where would this individual have been placed during his school years? Would his specific vocational aptitudes have been recognized and built upon to maximize training and attainment functional competencies? Twenty years ago, the options would have been extremely limited for this individual with special needs. Special education services were probably unavailable at the secondary level or presented in a non-functional, remedial framework. The outcomes for this individual as a result of continual failure were acting out and dropping out. The school structure and educational melieu failed to prepare this individual for the transition from school to society, i.e., to develop and transfer employability skills which aid in becoming a well adjusted suitably employed adult. Statistics support that the handicapped with little skill training and direction are ill prepared and often prevented from successfully entering the labor market. Of the 220 million people living within the United States, over 30 million are disabled, and 11 million of those are employable. Of 11 million disabled individuals who are employable, only 4.1 million are employed--most below $7000. dollars per year and many below $2000 dollars per year. The average weekly wages of handicapped males is twenty-two percent lower than that of non-handicapped males. Obviously, others were not as lucky or as able to accomodate to be accomodated as the father in the letter. But what if this individual had been in our schools today? Most likely he would be in special education in need of special services. But again, relevant programming at the secondary level may not be available or accessible due to a myriad of problems in our present

secondary school structure. The special education curricular emphasis presented at the secondary level still dwells on an academic, remedial orientation with a trend toward functional competencies, and increased emphasis on obtaining marketable skills before leaving high school. These marketable skills can be obtained through participation in vocational skill training opportunities, but statistics once again point out the deficits in this area. For example, of all the students enrolled in vocational education offerings, present figures indicate that only two percent of those students are handicapped. In addition, of the 256,000 vocational educators across the country, only one-half of one percent have had any training in how to work with the handicapped.

There has been an onslot of legislation over the past six years and in turn funding priorities which are attempting to deal directly with the unique barriers of relevant career oriented secondary programming for handicapped youth. As a result, the emphasis now is to comply with current legislation and by creating physical, programmatic and transitional accessibility. School systems are required to justify and quantify placement and career training decisions and, in turn, have called on a process called vocational assessment to meet this need. In the Washington, D.C. area alone, we have grown from zero to five school based evaluation centers in the past three years. These centers are based in high schools, career centers, vocational schools or wings and special education centers. These sites present a number of models for providing vocational assessment services for the handicapped.

As one looks closely at the organizational structure of these centers, we find that while they vary in the location and emphasis in population served, there is little variance in their origin, methodology, purpose and concerns. I would like to share some of those concerns or barriers effecting the successful operation and integration of the vocational assessment process. My comments are presented in terms of organizational and process concerns, and how the proposed model responds to these concerns.

Organizational Concerns:

The origin and development of a program relates to a great degree to the success of the program. All too often, funds are suddenly available at the end of a funding cycle which must immediately be spent, and a vocational evaluation system ordering spree takes top priority. Commercial systems offer a quick and easy avenue to quickly spend a large sum of money and often, the best salesperson or the one with the best timing will facilitate the county's immediate need. Initiating a vocational evaluation center predicated solely on funding expenditure deadlines will only program the center for failure. Materials or systems often do not represent the local labor market or the vocational offerings. As a result, the purpose and intent of the evaluation process often becomes reactive to what systems and materials are available. The evaluator must then sell the system(s) - possibly a system he is not comfortable with philosophically - to staff and students. I have seen a number of problems in securing involvement and support when the staff felt that the evaluation process was thrust upon them. If you don't have the initial involvement of relevant staff in the development and problem solving aspects of the vocational evaluation process. you create a credibility gap that takes a great deal of time and effort to overcome. I firmly believe that those who are supposed to benefit from and utilize this service, must have a vested interest in the total effort to make it work, i.e., they must internalize the process.

A second organizational aspect is that of numbers. Once this large amount of money is spent on materials, systems and personnel, there is a great deal of pressure for immediate startup and to filter as many students through the program as possible, irregardless of essential start up time and the effect on program quality. It is agreed that the assessment center should be cost effective, but it is counterproductive to attempt to immediately satisfy this administrative need at the sacrifice of laying the necessary groundwork to integrate the vocational assessment process into the service structure. The proposed model addresses these first two concerns by taking the time to research and develop a comprehensive vocational assessment model, receive input from those most directly

involved and through stages I and II of the project that provides adequate start up time.

Process Concerns:

A majority of the vocational assessment at the school level has focused on the high school student who is close to graduation. This trend meets a need of the county to address the needs of students who are nearing the end of their school involvement and still lacking a sense of career direction. This response presents two problems. First, it is quite optimistic to expect a 'one shot' evaluation, so late in the student's school career, to make a significant impact on career aspirations and direction. The students who enter these evaluations vary in backgrounds but are similar in their low degree of career awareness and exploration. They lack the appropriate readiness skills and behaviors to gain the most possible from the vocational assessmert. This certainly points out the school's failure (grades K through 12) to provide and infuse career education into the educational process. A second problem is that in order for the assessment process to be most effective, it must be more than a collection of product data and viewed as an integral part of the student's long term career development process. The evaluation, most importantly must collect process data which contributes to the career development process and reflects community needs. Phase I of the proposed evaluation addresses these concerns by emphasizing the necessity to evaluate readiness behaviors and sequentially, placing this stage at the beginning of the total evaluation process.

Another process concern is the use and flow of assessment data. The utilization of vocational diagnostic evaluations is often viewed and cooperatively practiced as a perplexing quagmire for vocational educators, special needs educators, guidance personnel, administrators and other relevant program personnel. In analogy, Forness (1970) described the school psychologist as suffering from a syndrome called 'paralysis of analysis'. He suggested that the problem lies not with the psychologist's diagnostic ability, but rather with the fact that so little educational value comes out of

the diagnosis. A similar syndrome exists with the present educationally based vocational diagnostic evaluation caenters. This 'stagnation of evaluation' or 'apoplexy of assessment' only presents new phraseology for an old problem. The problem has rested with both the vocational evaluator and the sending personnel. The vocational evaluator often duplicates already available information, fails to effectively communicate the evaluation findings and possible implications to the special sending personnel, fails to relate the testing goals and modifications applicable to the special needs student and most importantly, is unable at times to relay the final written evaluation report and recommendations to the sending personnel in understandable language and in a reasonable length or concise manner. The sending personnel often accepts and acknowledges a sovereign delineation between services, views the evaluation process as a 'break from the student', does not request specific information, views vocational evaluation as a final resort rather than an aid in the on-going developmental process, fails to extract and apply results and in some cases, be unaware or apprehensive about this option. A two way street of exchanging information, relating problems and analyzing results is necessary to facilitate programming and maximize the vocational assessment process. Once again, the structure of the proposed model addresses these considerations through the developmental sequencing and interactive programming of the evaluation process.

Process concerns involve two other critical areas, i.e., assessment materials and staffing considerations. A number of the commercial systems are not specifically designed for the handicapped and often need modification and adjustment to help obtain unbiased assessment results. There has been a great deal of concern regarding the appropriateness of the norms and scoring procedures. Many of the samples are one trial samples which offer little opportunity to develop strategies to perform the task. In addition to these operational concerns, many of the commercial systems have to be purchased as a complete package. The result is that pieces of various systems are utilized in an attempt to best reflect the

local labor market. This creates a sizable waste of funds since the unused portion of the system is then set aside or stored and seldom used. There has been a trend to develop individual work samples which can be specifically tailored to training and employment opportunities. Additionally, there has been an effort to focus the evaluation process as close as possible to the work setting. Increased emphasis has been placed on using the vocational classroom and employment situations as assessment sites.

One final consideration is that of staffing. There is a need to recognize that the skills and experiences of the vocational evaluator are of extreme importance in determining the success of a school based evaluation center. This person should be able to research local labor needs, have intimate knowledge of vocational course offerings, communicate programmatic needs and concerns of the handicapped, be competent in vocational assessment, develop work samples based on detailed task analysis, etc. --the list continues. A great deal hinges on the competence and experience of the evaluator. The selection of a person trained in vocational/special education is certainly a critical element.

Conceptually the proposed model is excellent. The aforementioned concerns are adequately addressed in the presentation of this vocational evaluation mode. The next crucial tast involves you. In this workshop, we are asking you to internalize the conceptual framework of the model and address the following questions in relation to your specific locale: How should this evaluation process be infused into our present educational structure? When and where should this evaluation take place? Who should have the main responsibility for providing these services? Who are the students to be served? What assessment techniques and materials should be used? Our charge today is to address these and other concerns which directly effect our ability to meet the implement of this model. Dr. Gary Clark (1974) once remarked that one percent of the population make things happen. Nine percent of the population watch things happen and ninty percent of the opoulation looks around and says, "What happened!" Your participation today in this important endeavor certainly makes you one of the select group that will make things happen in vocational evaluation for the handicapped. Thank-you.

MODEL BUILDING WORKSHOP

Harry R. Flad

I come here today as a practitioner and not a theoretician. However, throughout my professional career, I have always realized the importance of the theoretical background of what I do. The theoretical foundation of any profession is important in order to have a corrective and provide a direction. For that reason. as we discuss the aspects of occupational assessment, we should look at some of the history that precedes this conference.

HISTORY OF OCCUPATIONAL ASSESSMENT

It is important to realize that our country is a very highly industrialized nation. It is also important to realize that the background of occupational assessment had its beginnings during the early 1900s. Our nation is the only nation in the world that has, as part of the public sector, a responsibility of doing continued job analysis of the competitive labor market. This responsibility began in the first one hundred days of Franklin Roosevelt's first term and has been going on ever since, so that we have a tremendous bank of information that provides us with the worker requirements of every job position in the economy.

We need to realize as we consider the occupational assessment that this same consideration led to the Department of Labor doing extensive job analysis as the result of the great depression. During that time the unemployment rate reached the level of 25% by 1933 and it was necessary to get people back to work. Job analysis was and is one way of doing it.

When we consider what occupational assessment should be for special needs students, we are not beginning something new. Occupational assessment for people with special needs has been going on for a long time. We have a tendency in education to be somewhat parachial, and we have a tendency not to look at disciplines other than our own. Yet, if we are to be successful in developing this process, we have to draw from some of the past exploration in this area.

Occupational assessment, also, has been going on for many years in vocational rehabilitation. While it is true that the model or process used may not in its entirety be applicable to education, there are some basic aspects which will be the same. It would be very foolhardy not to use past experience in developing a model for education.

DIFFICULTIES OF IMPLEMENTATION

When we consider the necessity of occupational assessment for special needs students we have to be realistic about its implementation and I would like to spend most of my time sharing with you some of our experiences in trying to develop an applied model. The model which we are using is very similar in its components to the one that is being considered today. We provide an occupational exploration network, which we find to be most appropriate for 7th, 8th, and 9th graders, just as indicated in the model that the state is con-

sidering. We also are developing what we call a diagnostic assessment capability which brings together all of the medical, social, educational and occupational information in order to develop a training plan. And lastly, we are in the process this year of developing a way of monitoring and assisting in the implementation of that part of the individual educational plan.

Both looking at the historical antecedents, and our attempts to develop an applied practical model, we find that one of the greatest difficulties is that we are required to be professionally bilingual. This aspect makes it very difficult to implement any process of this nature. Every profession has its own language; education has its own language; historically, vocational rehabilitation has another language. To provide one very significant example is to look at the word, occupational assessment.

People in vocational rehabilitation for a long time have referred to the process as vocational evaluation. Evaluation, however, has a different meaning for people in education. So that anyone who is working in this area within the public school system has to crossover between two language systems and it becomes confusing at times. I did a presentation about six months ago to a group of vocational rehabilitation people about the vocational process used in education and it became very clear to me how difficult it is to be professionally bilingual when I began to talk about prototypes 502.1 through 502.4, I completely lost the group to whom I was delivering the address. Those prototypes have no meaning anywhere except in Massachusetts educational circles. That is just one minor example of the difficulties of talking professionally between two fields.

This also indicates another difficult area in implementation. If the assessment process is implemented in public schools, then what qualifications should the person have who is doing the assessment? If one uses the standards developed by the State of New Jersey, Department of Vocational Education, there are very few people who are qualified to do vocational evaluations in the New England area. As a matter of fact, it has been estimated that only one hundred individuals practicing vocational evaluation in public schools or in vocational rehabilitation agencies have these qualifications. It will not be possible to take someone from education without training and successfully do this process. It has to be clearly understood that not to face this issue is to bring about a recurrance similar to when people began to use the Wechsler Intelligence Tests. Many people who had no training were giving intelligence tests and drawing conclusions that resulted in tragedy for the individuals involved. That should not occur with occupation assessment and the problem of competency should be anticipated. It is necessary that people be trained properly in using any kind of a process, whether its this or some other.

The second area of difficulty in the implementation of this process is using materials. It tends to be a somewhat expensive program because there is the cost of hardware to simulate occupations whether one uses standardized work samples or situational assessments. It is costly to equip an area in a school where assessment can take place. What guidelines are going to be used to select these materials? This is a field which is coming into its own and as a result there are any number of commercial sources for occupational materials. Many of them are very expensive, and much of the cost is because of the packaging. There is even one work sample on the market where a person by pushing various buttons to answer certain occupational questions causes the board to light up like something out of Star Wars. Schools have to have some basic expertise in sorting through all of the materials which are available.

One option which has been suggested very widely, not only here but elsewhere, is to develop ones own work samples. But there are problems with that. One of them is creating a norm base. That takes a very long time and without a norm base one cannot determine the validity of the sample. A second difficulty is that it isn't that much cheaper. The basic cost of any work sample is the hardware involved and that hardware costs the same whether one buys it or develops a local work sample. Those are some of the difficulties that have to be faced realistically.

I, myself, have a very strong commitment to this process having been involved in it for a long time, but I think it would be foolhardy to look at it as solving all the difficulties related to vocational development and for providing the opportunity for vocational training. It is not going to work this way. It is going to be a very difficlut task to establish this process in a public school setting. It is going to be a very difficult task to implement this process. We need to be realistic about that and anticipate these difficulties.

PUBLIC SCHOOL RESISTANCE

This brings me to the third point of this address and that is some of the resistance that will develop wherever this process is going to be implemented. We have experienced some of this resistance. We can see where it comes from and we can understand why it happens. I'd like to share with you some of what will be encountered.

First of all, there will be a very strong resistance from administration, partly because of money. School systems at the present time are having to look very carefully at the cost of operating a public school. Some of the reasons for this are

due to the tax cap and some of it is because of the demand by the local voters. No matter how this process is done,it is an additional cost within the school budget. It maybe cost effective because it makes the entire voational process more efficient, but it still involves money.

There is also a resistance from administrators because of problems of space and hiring staff in a time when there is a reduction in force. There is a problem of additional supervision. These are real administrative difficulties. It is not because administration doesn't want the process necessarily, but because it does create some administrative headaches and we have to recognize the validity of these concerns.

Another area where resistance will occur is among the teaching staff itself. This process is threatening to people who may lose jobs. By its very nature, it becomes not only an assessment of the student but an evaluation of the student's previous educational experience. If there are deficiencies in Math and Language that can be taken as an evaluation ofthe teachers with whom that student has been involved. Also,by definition an assessment develops a plan and that plan reflects what people are doing in the school system. It also reflects what people are not doing and that becomes threatening.

Once it has been determined that a student needs a particular type of service,no longer can the schools fail to provide it. That, too, is a source of concern because the schools at the present time do not want to develop new services or new programs particularly in light of having to stay within monetary limits due to tax caps. There also will be resistance from teachers because of intrusion in their professional area and we have experienced that directly with people such as industrial arts teachers. At a time when there is declining enrollments resulting in reduction in force, it becomes even more critical to teachers not to lose some of their duties. Industrial arts teachers find it difficult to make a distinction between occuaptional assessment and what they do instructionally because many of the same materials and sites are being used. Although there are answers to meeting these problems, the threat is real because it an effect people losing jobs. If schools see this as something which can replace industrial arts, which it most emphatically cannot, then this whole group of instructional staff are indeed threatened.

There is a certain resistance to this process or will be by special education teachers. We have an excellent relationship with the teachers with whom we work, and the occupational assessment has a very direct relationship to the development language and math skills. In fact, the development of language and math skills is probably more critical to the occupational choices a student will have than any other aspect of vocational development. However, anyone telling another type of professional person what to do is bound to become a source of potential irritation, and it depends

upon the type of working relationship some people can develop whether this difficulty can be overcome. As I have said, we have had very good relationships with teachers but occasionally we meet this resistance of one professional telling another professional how they should be developing academic and occupational skills.

CONCLUSION

I would like to conlude by pointing out that this presentation is not intended to be negative and not intended to be a cassandra view of this process. What I hope to present here is that this process is very valuable, very necessary and it will be required. It's development and implementation, however, will never be achieved if we are not realistic about what it can and cannot do. If we are realistic,then we will not be disappointed when the model of today doesn't become the model of tomorrow.

Structured Group Activities

The second day agenda of the model building workshop consisted of structured group activities with the purpose of brainstorming, condensing, and collecting model information for the program components. The morning sessions centered around general ideas and suggestions as to the model structure and processed with the afternoon sessions concentrating upon specific variables such as the setting, students to be served, when and how assessment activities might efficiently and validly begin, and who would play a role in the provision of services.

Groups were structured to include individuals functioning in different role situations within different settings to facilitate interaction as to varying perceptions of the variables at hand. Each group was assigned a facilitator and recorder so that input could be processed in a constructive manner, summarized, and presented to the group as a whole. All condensed input was presented on wall charts or in an oral manner, as well as, collected by the group facilitator for use in reviewing and building model components.

All group participant input has been reviewed, condensed, and categorized within topical areas for presentation on the following pages. Included with the information are copies of the formated instruction and data collection forms used during the group activities.

Another procedure available to participants for input during all phases of the workshop was a concise idea collector sheet. These forms were available at all participants tables and were to be used "on the spot" whenever someone had a contributing idea or question. A copy of the idea collector form is attached with condensed summary of the responses. Again, the information from the forms was reviewed and categorized in the form presented on the following pages.

Group Participant Input

I. Assessment Model Suggestions

Suggestions and comments concerning the overall assessment model, fall into roughly four areas:

1. Concerns about what role the school will play,
2. Concerns about what kind of job assessment will be offered, based on a community market analysis,
3. Concerns of how an individual student will fit into this assessment procedure, and
4. Suggestions not falling in one of the three areas.

1) Summary of suggestions concerning the role of the school:
- -Component I should be integrated and part of regular curriculum.
- -Phase Two should be done on a cooperative basis.
- -Utilize personnel in Special Ed., as well as personnel in industrial or practical arts to conduct assessment.
- -Vocational planning process for special needs student should emphasize planning and process.
- -A flow chart should be developed that would reflect different options.
- -What role does the I.E.P. play?
- -How can a referral process be used?
- -Need to develop broad occupational experience at earlier stages to remediate readiness disadvantages.
- -Set up an advising committee from world of work and vocational training program, to work with those setting up the readiness component.
- -Validating forms--Standardized Assessment
- -Integrate academics-Career into the model.

2) Summary of suggestions about job assessment based on a market analysis:
- -Continuing job market analysis not feasible
- -Analysis tied with job training opportunities available in that area
- -Must study follow up of field testing
- -Needs of community and student must reflect some match
- -Continue assessment of on-the-job situational factors, to validate assessment procedure

3) Summary of suggestions on issues concerning individual students:
- -Individual must be able to reenter the process for re-training/re-evaluation
- -Follow up until age 22
- -How much individual teaching is necessary for awareness
- -Career development strategies should reflect child developmental patterns
- -Assessment offered to all students, recommended to others

4) Other:
-How much parent involvement
-How much administrative support is needed
-Eight week time limit for model

II. Suggestions concerning who will provide what service and their responsibilities:

-- Special Educator-Responsibilities:
-Evaluate student readiness
-Career Education training
-I.E.P.'s
-Readiness training
-Informal assessment
-Placement

-- Interdisciplinary Team - Combination of education and rehabilitation personnel - (traditional team plus rehabilitation counselor)
Responsibilities:
-Make decisions and recommendations for assessment and placement.

-- Career Education Coordinator - Responsibilities:
-Coordination of readiness and exploration component (I)
-Development of career education materials - Library
-Inservice training for teachers
-Write grants

-- Counselor - Responsibilities:
-Testing
-Scheduling
-Individual meetings with students
-Conferences with parents
-Monitor behavior
-Liason for I.E.P.
-Public Relations
-Lunch Duty - Corridor Duty
-Personal, emotional, and social development of each student

-- Administrator - Superintendent, Director of Special Education, Director of Collaborative, Principal - Responsibilities:
-To improve project implementation through:
1. Ability to see total picture
2. Leadership qualities
3. Ability to make decisions
4. Ability to deal with multiple problems and issues
5. Ability to implement
6. Budgeting skills
7. Ability to establish priorities

-- Regular Teacher - Responsibilities:
-Instruct and evaluate academic needs
-Knowledge of specific skills

-Write Objectives
-Knowledge of counseling
-Knowledge of Materials
-Knowledge of community needs
-Knowledge of practical ideas of career education

-- Vocational Evaluator - Responsibilities:
-Awareness activities
-Coordinate work Experience
-Liason between resource room and industrial arts teacher
-Dexterity testing
-Student Observations
-"Hands-on" exploration activities
-Field trips to industry

III. Summary of suggestions for setting of assessment model-

Readiness-Component I

Local School	Advantages	Disadvantages
-Cooperation between regular classroom teacher and guidance department, special needs, etc.	1. Requires comprehensive developmental activity over time 2. Local delivery 3. Local control 4. Financial 5. Supervision 6. Constant Evaluation	1. Low incidence populations may require special considerations 2. More inservice 3. Issues of "Turf" 4. Too narrow 5. Too restrictive 6. Concentration on college bound students

Community-Advantages	Community-Disadvantages
1. Hands on experience 2. Realistic	1. Transportation 2. Unions 3. Cooperation

Assessment-Component II

	Advantages	Disadvantages
Local School	1. Student performance is more valid in familiar surroundings 2. Consistent with 766	1. Personnel may lack expertise on low incidence populations 2. Time 3. Qualified Personnel 4. Cost
Vocational School	1. Setting where student is likely to be referred to 2. Use of vocational school faculty 3. Neutral 4. Able to see if kid can handle it	1. Quotas 2. Non-neutrality 3. Local people may not be involved 4. Costly 5. May feel defeated 6. Space

Assessment-Component II, cont.

	Advantages	Disadvantages
	5. Access to equipment 6. Minimal Busing	7. Timing-Summer, etc. 8. Only a few Vocational areas available
Collaborative Approach	1. Assessment Center 2. Staff works only on assessment 3. Indepth Assessment 4. Situational 5. Greater chance for funding 6. Central location of resources 7. Access to information on students 8. Unknown testing-objectivity	1. Transportation 2. Lack of familiarity with facilities 3. Lack of training 4. Funding problems 5. Control problems 6. Lack of administrative support of project
Industry-Mobile Trailer Sheltered Workshop	1. Real work setting	

IV. Students to be served:
Levels of Disability-
-All prototypes should receive Component I
-Component II-more restricted prototypes
Age of Students: Start in 7th grade through age 22

Other Considerations:
1. Must have career coordinator
2. Parent involvement
3. Some .3's or .4's might not make it through the decision making area in Component II
4. Maturity of student
5. Flexibility of program

ASSESSMENT MODEL SUGGESTIONS WORKSHEET: Group Leader

Instructions:

1. Once the suggestions have been recorded, then
2. as a group decide on the 3 most "important" (important may be defined in any way by the group) suggestions.
3. Once the group agrees on the 3 suggestions, then write the 3 suggestions on the wall chart designated "ASSESSMENT MODEL SUGGESTIONS"

ASSESSMENT MODEL: SUGGESTIONS

Instructions:

1. List all suggestions you have concerning the model in general and for each Component.
2. Disignate, by marking the appropriate column, whether the suggestion relates to the model in general or to Component I, II or III.
3. Group leader gives third instruction.

SUGGESTIONS	GEN-ERAL	I	III	III

SETTING WORKSHEET: Group Leader

Instructions:

1. Once the setting options have been listed and advantages and disadvantages have been listed and discussed for each option for Component I-Readiness and Component II-Assessment, then

2. As a group prioritize your setting options (from 1 to n) for the Readiness settings, then the Assessment settings.

3. Once the group has prioritized the settings then list your first setting choice for the Readiness component and Assessment component on the wall chart designated "SETTING CHOICES"

SETTING WORKSHEET

INSTRUCTIONS:
1. First list all possible settings for Component I-Readiness and for Component II-Assessment.
2. For each suggested setting list the advantages and disadvantages.
3. Group leader gives third instruction.

	SETTING	ADVANTAGES	DISADVANTAGES
READINESS			
ASSESSMENT			

WHEN SHOULD SERVICES BEGIN WORKSHEET: Group Leader

Instructions:

1. Once the group has listed grade levels at which services should begin and the advantages and disadvantages of each, then

2. as a group, prioritize the options you have selected for the starting point of services for the Readiness Component and Assessment Component.

3. Once the group has prioritized the options for starting services then list your first choice for the Readiness Component and Assessment Component on the wall chart designated "WHEN SHOULD SERVICES BEGIN"

WHEN SHOULD SERVICES BEGIN WORKSHEET

INSTRUCTIONS:
1. Consider the grade level(s) at which assessment services may begin for Component I-Readiness and Component II-Assessment and list below.
2. List the advantages and disadvantages of each suggested starting point
3. Group leader gives the third instruction.

WHEN SHOULD SERVICES BEGIN		ADVANTAGES	DISADVANTAGES
READINESS			
ASSESSMENT			

WHO PROVIDES THE SERVICE

INSTRUCTIONS:
1. Clarify the role your group will discuss and reach an agreement on what this position generally does in their work role.
2. Quickly list the general kinds of skills this individual needs to function in their role, and list below. Maximum time on this step is 5 MINUTES.

ROLE:_____

WHO PROVIDES THE SERVICE

INSTRUCTIONS:
1. Considering the skills this person generally needs to function in their role, in what ways can this individual serve to facilitate any part of the model (component I, II, and III) now or with additional training. This may be at the decision making level, planning level, delivery to student level, etc. Refer to model sheet.
2. List your suggestions below and designate to which part of the model the suggestion relates AND whether or not the individual may need additional training.

ROLE: _____

SUGGESTIONS ON HOW THIS ROLE CAN SERVE TO FACILITATE THE COMPONENTS OF THIS MODEL	RELATES TO COMPONENT I, II OR III	NEEDS ADDITIONAL TRAINING

STUDENTS TO BE SERVED

INSTRUCTIONS: 1. List below the students you feel should be served.

A. Levels of Disability
(mild - 502.1
through 502.3)
(moderate/severe)

B. Age of Students

C. Other Considerations

WHEN SHOULD SERVICES BEGIN WORKSHEET

INSTRUCTIONS:
1. Consider the grade level(s) at which assessment services may begin for Component I-Readiness and Component II-Assessment and list below.
2. List the advantages and disadvantages of each suggested starting point
3. Group leader gives the third instruction.

WHEN SHOULD SERVICES BEGIN		ADVANTAGES	DISADVANTAGES
READINESS			
ASSESSMENT			

Idea Collector Responses

Assessment:

-not to be used to determine vocational training choices, but to identify deficiencies that must be remediated

-emphasis on training not entry job capabilities

-many are not ready until age 17 to enter component I or II

-Local collaborative high school programs should help evaluate 7th graders. Use middle school for career exploration.

Market Analysis:

-need state wide method to summarize the local labor market efficiently

-Community involvement must be greatly increased to obtain the best placement for the students.

Developmental Delay:

-502.3 and 502.4 prototype should be included. Help to break down the barrier for 502.1 and 502.2.

-time frame relating to maturation should be addressed

-How do you plan for students individual differences/learning styles as it relates to instruction.

-Basic life skills needed for survival are not included in the model.

-Vocational schools admit few special needs students. They must expand their programs.

Follow-Up Workshops:

-task/activities component of a vocational evaluation assessment should be developed

-must reproduce these materials in a uniform way that is also cost effective

-need for more communication between the Junior High staff and the regional vocational schools.

-What skills are needed for various types of vocational training?

-With the reduction in force, High School teachers should consider retraining so they can provide vocational skills to students in comprehensive High School.

General Comment

-The title is discriminating because special needs students must go to a vocational school, not an academic high school. The process should be for all students not just special needs.

Readiness Component:

-Need for parent to be involved in the decision making process to help resolve unrealistic expectations.

The idea collector form was developed and made available by Mr. Ray Budde. His assistance with this phase of the data collection process is appreciated.

IDEA COLLECTOR Capture that IDEA before you forget it! Record only one IDEA or CLUSTER OF IDEAS on a form.

Event: Course/Workshop/Session/Speaker	Time/Date(s)	Sponsored by

Here's a (an). . .
___direction to take.
___issue to face, problem to solve.
___question to answer.
___opinion about_____
___compliment
___recommendation/suggestion.
___evaluation of_____

Evaluation
__ Excellent
__ Very good
__ Fair
__ Poor
__ _____

This idea should be of special interst to:
___ Organizer of program
___ Speaker
___ Instructor
___ _____ Teachers
___ Superintendents
___ ____ Principals
___ Sch. Committee Members
___ Special Ed. Admin.
___ Collaborative Dir.
___ Counselors
___ _____
___ _____ _____
___ _____
___ _____

My IDEA/COMMENTS. . .

(Optional) Submitted by	School	Mailing Address	Phone

III. Workshop Participants

The model building workshop was planned as an invitational working event for selected persons from the Blackstone and Assabet Valley school districts, as well as other identified individuals in neighboring schools. Individuals were selected for participation by the 502.9 TASK GROUP ccnsidering the following criteria:

1. Presently working a role that would interface with the assessment process (industrial arts instructor, counselors, resource room teachers, CET chairpersons. administrators (SpEd), vocational coordinators. academic teachers, career education specialist)
2. Individuals presently functioning in a decision making role that might interface with the assessment process.
3. 502.9 TASK GROUP members and select occupational education/special education persons at the state divisional level.

Each participant received a personal invitation, a brochure explaining the project and the workshop, and detailed working papers as to the tasks at hand. A list of the participants names, addresses, and work roles is presented on the following pages.

Participants

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IV. Follow-up and Dissemination

An important role of the model building workshop was to gain input from individuals in the Blackstone and Assabet Valley regions who might eventually interface and take part within the vocational assessment process for special needs individuals. Also, the invitation and participation of these key individuals was the first step in a long series of activities to eventually set-up and implement the recommended assessment procedure within their schools. Thus the follow-up activities to this workshop are critical steps in the process of eventually implementing the products of this project.

An initial follow-up activity to the workshop will be the dissemination of this workshop report to all participants through the directors of the two cooperating collaboratives. Further linages and activities for input are planned for phase II of this project, as set-up and implementation concerns come to the fore front. Further information regarding this workshop may be obtained from any of the 502.9 TASK GROUP members or the workshop director.

MODEL BUILDING WORKSHOP

Vocational Assessment of Special Needs Individuals

You are invited to participate in a Model Building Workshop concerning the ***vocational assessment of special needs individuals*** to be held January 24 & 25, 1980 at the Sheraton-Tara Hotel, Framingham, Mass. Day Two (January 25th) participation is contingent upon Day One participation.

Please fill in and return the form below indicating your decision.

Registration Confirmation Form
Sheraton-Tara Hotel
Framingham, Massachusetts
(Mass. Turnpike, Exit 9, Framingham)

. . . . . .

Participant Information:

Name: _____ **School District:** _____

Address: _____ **Position:** _____

_____

Phone: _____

I will be attending the workshop on Thursday, January 24, 1980 ( )
on Friday, January 25, 1980 ( )

Please return completed form to:
Dr. Robert A. Stodden
33 Loker Street
Wayland, Mass. 01778

PROJECT DESCRIPTION

The Vocational Assessment of Special Needs individuals Project originated with the regional vocational schools and educational collaboratives of the Assabet and Blackstone Valleys, cooperating to determine the most meaningful process by which to conduct diagnostic vocational assessment as mandated through 502.9 Prototypes in Chapter 766. During 1979 an intensive search was conducted to collect information as to the development and conceptualization of vocational assessment programs for special needs individuals. The final steps of Phase I of the Project will be to condense collected information and build a service delivery model that will viably provide vocational evaluation data useful in the programming of special needs individuals.

Purpose of the Model Building Workshop

Planning for the vocational assessment model building workshop [illegible], for informational input from professionals in the field, as well as those interfacing with the vocational evaluation process. The purpose of the workshop is to discuss the pro's and con's of various model components, and to work through groups to build the flow for a delivery of vocational evaluation services. The structure for the two-day workshop is indicated with the agenda which follows.

Project Task Group

Eugene D. Picard, Supt.-Dir.
Blackstone Valley Reg. Voc. School

David J. Tobin, Supt.-Dir.
Assabet Valley Reg. Voc. School

Ray Budde, Dir.
Blackstone Valley Collaborative

Eileen M. Ahearn, Dir.
Assabet Valley Collaborative

Michael Fiorentino
McKay School

Larry Vaughan
Mass. Dept. Asst. Network

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Elaine Stockwell
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Clifton Reed, Bureau Dir.
Div. of Occupational Education

Perry Davis, Sped. Dir.
Algonquin Reg. High School

John Fila
Milford High School

Charles Peckham
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Steve Pronovost
Assabet Valley Reg. Voc. School

Paul Blass, Sped. Dir.
Assabet Valley Reg. Voc. School

Project Researcher
Dr. Robert A. Stodden
Assistant Professor, Boston College

Project Consultant
Dr. Vic Petzy
Career/Vocational Consultant

Workshop Agenda
Day One
Tuesday, January 24, 1980

Registration ..... 8:30-9:00 am

Introductions ..... 9:00-9:15 am

Speaker I: 9:15-10 am
Dr. Robert A. Stodden, *Boston College*
Delineation of workshop purposes, presentation of model components and background research for the vocational evaluation of special needs students. A Discussion of options available within the presented components.

Speaker II: 10-10:45 am
Dr. Lyn Albright, *Rutgers University*
Informational presentation on vocational evaluation. Reaction to the model components.

Speaker III: 10:45-11:30
Dr. Robert N. Ianacone,
The George Washington University
Presentation of vocational evaluation models (strengths & weaknesses). Reactions to the model components presented.

Lunch & Informal Discussion 11:30-1:00 pm

Mr. Harry Fladd, *Educational Cooperative*
Reactions and suggestions to the proposed model components.

Select Participant Input 1:30-2:00 pm

Speaker VI: 2:00-2:30 pm
Dr. Vic Petzy, *Career/Vocational Consultant*
Review and Summary.
Organization of Discussion Groups.

Group Discussion 2:30-3:00 pm
Input from Participants.

Group Leaders Report 3:00-3:30 pm

Workshop Agenda
Day Two
Wednesday, January 25, 1980

Check-In ..... 8:30-9:00 am

Review of Day Two Agenda ..... 9:00-9:15 am
Group Activities Coordinator:
Dr. Norma Jean Hemphill, *Boston College*

Group Activity I: 9:15-10:00 am
Participants will be pre-assigned to discussion groups each having a task in model development regarding the vocational evaluation of special needs students.

Group Reporting & Discussion 10:00-11 am

Summary & Refinement of Group Information 11:00-11:30 am

Lunch & Informal Discussion 11:30-1:00 pm

Group Activity II: 1:00-2:00 pm
Construction of Model Specifics.

502.9 Task Force Meeting 2:00-3:00 pm
Discussion of Directions.

- All participants will receive pre-workshop materials as to the proposed model components and background research.
- All participants will receive a copy of the workshop report, inclusive of presentation and group recommendations.